

SUBJECT OVERVIEW

EDU565 MENTORING, COACHING, AND SUPERVISING IN EDUCATIONAL CONTEXTS

SUBJECT BRIEF

Currently offered by Alphacrucis University College / National Institute

Course Code EDU565

Course Name Mentoring, Coaching, and Supervising in education contexts

Credit Points 10

Subject Coordinator Dr Chris Rayner, PhD

Lecturers Dr Fiona Partridge

Dr Chris Rayner

Format Offered Distance/ Global Online scheduled class gatherings

Or by arrangement

- Face-to-Face
- Intensive (5 days of classes/7 hours per day followed by 85 hours reading, writing and assignments)
- Extensive (5 days spread over the semester)

Subject availability Subject available each semester with the exception of the summer semester. If you wish to enquire about this subject please contact admin@nice.edu.au

PREREQUISITES

- EDU400/400a
- EDU501/501a

AWARDS OFFERING ASSESSMENT FOR DEEPER LEARNING

This subject is offered as a part of the following awards:

- Master of Education
- Master of Education (Leadership)
- Graduate Certificate in Education (Leadership)

SUBJECT CONTENT

Outcomes

1. Demonstrate specialised knowledge of mentoring, coaching, and supervising in educational contexts.
2. Critically analyse contemporary approaches to mentoring, coaching, and supervising on the basis of current research and biblical principles.
3. Communicate biblically-informed principles and strategies for mentoring, coaching, and/or supervising in Christian education.

4. Design a school-wide approach to mentoring, coaching, and/or supervising in the Christian school.
5. Critically reflect on identity and personal practices of professional development.

Subject Content

1. Biblical perspectives on mentoring, coaching, and supervision
2. Beliefs and principles for a way of being
3. Communication skills
4. Mentoring, coaching, and supervision as leadership
5. The impact cycle: identifying, learning, and improving
6. Using data
7. Instructional playbooks
8. System support for mentoring, coaching, and supervising

ASSESSMENT METHODS

1. Engagement with and contribution to the learning community (15%)
2. Critical reflection (35%)
3. Development of a whole-school plan (50%)

PRESCRIBED TEXTS

Knight, J. (2022). *The definitive guide to instructional coaching: Seven factors for success*. ASCD.